DOCUMENT RESUME

ED 352 499 CE 062 642

TITLE	Model Indicators of Program Quality for Adult Education Programs.
INSTITUTION	Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO	TAC-B-290
PUB DATE	Jul 92
NOTE	27p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Accountability; *Adult Education; *Adult Programs; Educational Planning; *Evaluation Criteria; Performance Factors; *Predictor Variables; Program Effectiveness; *Program Evaluation; Quality Control; Specifications; *Standards; Success
IDENTIFIERS	*Educational Indicators

ABSTRACT

This document suggests the following eight model indicators of quality in adult education programs: (1) learners demonstrate progress toward attainment of basic skills and competencies that support their educational needs; (2) learners advance in the program or complete program requirements that allow them to continue their education or training; (3) an ongoing, participatory planning process exists that is guided by evaluation and based on a written plan that considers community demographics, needs, resources, and economic and technological trends; (4) curriculum and instruction is geared to individual learning styles and levels of needs; (5) an ongoing staff development process exists that considers the specific needs of staff, offers training in instruction, and includes opportunities for practice and systematic follow-up; (6) students' needs for support services are identified and either provided for or referred to other agencies; (7) population in the community identified in the Adult Education Act as needing services is served; and (8) students remain in the program long enough to meet their education needs. The document also contains the following: an overview; definitions of quality indicators and performance standards; a description of the process used to develop the indicators; sample measures for each indicator; a list of six resources; and lists of focus group participants and state directors of adult education. (CML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

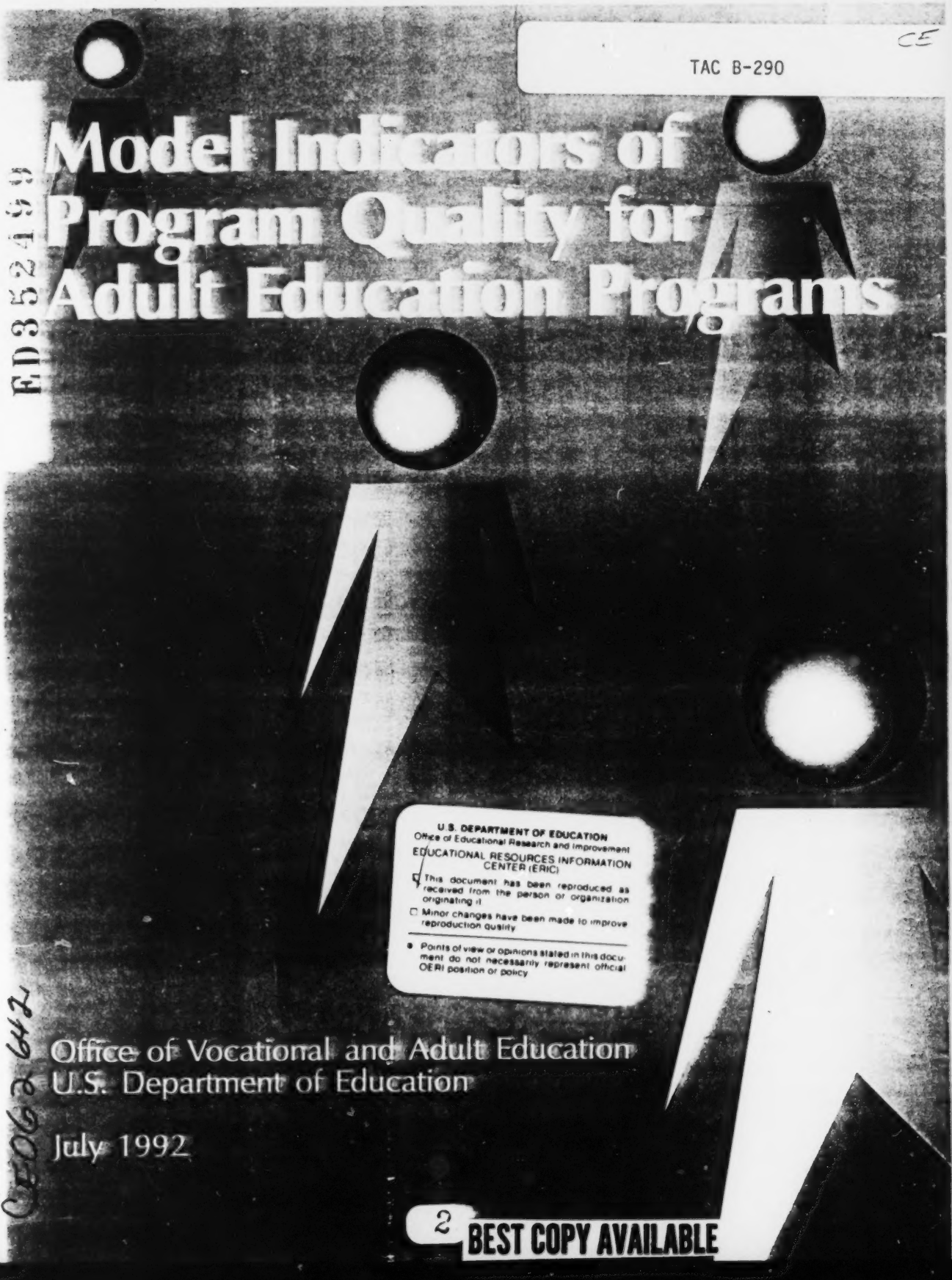
CE

TAC B-290

Model Indicators of Program Quality for Adult Education Programs

ED352499

CE062642



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Office of Vocational and Adult Education
U.S. Department of Education

July 1992

2

BEST COPY AVAILABLE

Model Indicators of Program Quality for Adult Education Programs

Office of Vocational and Adult Education
U.S. Department of Education

July 1992

Foreword

For more than 25 years, the Adult Education Act has supported states' efforts to provide lifelong learning opportunities for educationally disadvantaged adults. Adult basic education (ABE), adult secondary education (ASE), and English-as-a-second-language (ESL) programs have allowed adult learners to reach their full potential as parents, workers, and citizens of their communities.

The National Literacy Act of 1991 renewed the federal commitment to adult education. Foremost among its priorities is the improvement of programs to ensure that educational services supported with federal funds are quality services. To this end, the National Literacy Act called for the development of indicators of program quality by the Secretary of Education that could be used by states and local programs as models by which to judge the effectiveness of their services.

The model indicators presented in this report fulfill that mandate. They were developed through a comprehensive process that included the participation of adult education administrators and practitioners, adult learners, researchers, and other experts in the field. They have taken into account the different conditions under which the broad array of local programs operate. Both the indicators themselves, and the process by which they were developed, can guide states as they develop and refine their own quality indicators in the coming year to meet the requirements of the National Literacy Act.

As a new century approaches, Americans will need higher levels of literacy than ever before. The National Literacy Act challenges all of us involved in adult education and literacy to make certain that this need is met. The model indicators represent a first and critical step in our efforts to define and promote quality in programs that serve as the foundation for ensuring that "every adult American will be literate and will possess the knowledge and skills necessary to compete in a national global economy and exercise the rights and responsibilities of citizenship."

Betsy Brand
Assistant Secretary for Vocational and Adult Education

Contents

Foreword i

Model Indicators of Program Quality for Adult Education Programs v

Overview 1

Quality Indicators, Measures, and Performance Standards 2

Indicator Development Process 3

Model Indicators of Program Quality for Adult Education Programs 5

Promoting Program Improvement and Effectiveness 9

Resource Documents 10

Acknowledgments 11

Appendix 1: Focus Group Participants 13

Appendix 2: State Directors of Adult Education 17

Model Indicators of Program Quality for Adult Education Programs

Topic		Indicator
Educational Gains	#1	Learners demonstrate progress toward attainment of basic skills and competencies that support their educational needs.
	#2	Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.
Program Planning	#3	Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, and economic and technological trends, and is implemented to the fullest extent.
Curriculum and Instruction	#4	Program has curriculum and instruction geared to individual student learning styles and levels of student needs.
Staff Development	#5	Program has an ongoing staff development process that considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.
Support Services	#6	Program identifies students' needs for support services and makes services available to students directly or through referral to other educational and service agencies with which the program coordinates.
Recruitment	#7	Program successfully recruits the population in the community identified in the Adult Education Act as needing literacy services.
Retention	#8	Students remain in the program long enough to meet their educational needs.

Model Indicators of Program Quality for Adult Education Programs

Overview

The Adult Education Act establishes the federal role in supporting the provision of basic skills instruction to educationally disadvantaged adults. The Act authorizes the U.S. Department of Education to provide basic grants to states that support local instruction to adults in adult basic education (ABE), adult secondary education (ASE), and English-as-a-second-language (ESL) programs. The Act also promotes quality in state and local programs through requirements for program evaluation. The most recent amendments to the Act, embodied in the National Literacy Act of 1991, highlight the importance of program quality by requiring that

> Within one year after the enactment of the National Literacy Act of 1991, the Secretary, in consultation with appropriate experts, educators and administrators, shall develop indicators of program quality that may be used by State and local programs receiving assistance under this title as models by which to judge the success of such programs, including success in recruitment and retention of students and improvement in the literacy skills of students. Such indicators shall take into account different conditions under which programs operate and shall be modified as better means of assessing program quality are developed (Section 361 (c) of the Adult Education Act).

In addition, the National Literacy Act requires that states develop and implement their own indicators of program quality to be used to evaluate programs assisted under this title "to determine whether such programs are effective, including whether such programs are successfully recruiting, retaining, and improving the literacy skills of the individuals served in such programs" (Section 331 [a][2] of the Adult Education Act). The indicators must be integrated into the state's evaluation system for local programs. States have until July 1993 to develop and implement their indicators.

This report presents the model indicators of program quality and describes the process by which they were developed. The U.S. Department of Education, Office of Vocational and Adult Education, had responsibility for this process. Pelavin Associates, Inc., under contract to the Department, assisted by reviewing indicators already developed by various states; reviewing indicators and standards used in related federal programs; commissioning background papers by experts in the field; conducting meetings with experts, educators, and administrators; and conducting workshops for state directors of adult education who will be responsible for developing and implementing state indicators.

The model indicators developed through this process have taken into account the different conditions under which programs operate and will be modified as better means of assessing program quality are identified. Their primary purpose is to provide states and local programs with models by which to judge the success of their programs. These model indicators represent the elements that the Department, based on consultation with the field, views as essential to ensure high-quality services in adult education and literacy programs.

The Department gratefully acknowledges the invaluable contributions of the many educators, administrators, and experts—including adult learners—who assisted in this process.

Quality Indicators, Measures, and Performance Standards

The National Literacy Act specified that indicators were to be developed in the areas of recruitment, retention, and learning gains. In addition, the Department identified two general topic areas for which indicators were to be developed: program process and content, and student outcomes. *Program process and content* refers to components of the program that define how it operates, such as program planning, recruitment of students, intake, assessment, staff characteristics, curriculum and instructional content, materials and equipment, assessment of student progress, evaluation, and follow-up. *Student outcomes* refers to the impact of the program on students, such as learning gains and goal attainment.

To guide the development of the model indicators, the Department established a framework for the quality indicator development process. It was especially important to distinguish *quality indicators* from *measures* and *performance standards*. The three terms are often used interchangeably, yet they differ conceptually. Defining them clarified the development process and the meaning of a quality indicator.

Quality Indicator. A *quality indicator* is a variable that reflects effective and efficient program performance. Indicators were defined for each of the above topics.

Measures. A measure is defined as the data used to determine the quantitative level of performance. For example, retention may be measured by the number of hours students remain in the program.

Performance Standards. A performance standard defines a level of acceptable performance in terms of a specific numeric criterion. For example, a retention performance standard specifies a minimum number of hours of instruction per student. A standard may be established for a single point in time or to measure changes in performance over time.

To meet the requirements of the National Literacy Act, the Department limited its work to the development of model indicators of program quality, although some sample measures were also developed to clarify the quality indicators. States may select their own specific measures and standards of program performance after they have developed their own indicators of program quality.

Indicator Development Process

Using the definitions just described, the Department developed the model indicators of program quality through a seven-step process.

Step 1: *Review of Current State Activity.* The Department first reviewed current state practices related to program quality, as reflected in state criteria for allocating funds to local programs, monitoring, and evaluation, and where applicable, state indicators of program quality. In addition, the Department reviewed the literature to identify all evaluations of state programs conducted since 1985 and then organized the quality indicators used in each of these documents by topic area. The results are reported in *Synthesis of State Quality Indicators for Adult Education Programs.*

Step 2: *Review of Federal Programs.* Several other federal programs that support basic skills instruction are developing or already using indicators of program quality or performance standards. The Department reviewed the experience of programs funded under the Carl D. Perkins Vocational and Applied Technology Education Act, the Job Training Partnership Act (JTPA), the Food Stamp Employment and Training Program of the Hunger Prevention Act of 1988, and the Job Opportunities and Basic Skills (JOBS) Program of the Family Support Act of 1988. The results of this review are reported in *Quality Indicators for Adult Education Programs: Lessons Learned from Other Programs.*

Step 3: *Commissioned Papers.* The Department obtained input from experts in the field through commissioned papers. Seven researchers, administrators, and practitioners were asked to write brief papers on the issues related to developing and implementing quality indicators from the perspective of their program area or organizational affiliation. The experts represented the three program areas funded under the Adult Education Act (ABE, ASE, and ESL) and the four main providers of instructional services (local educational agencies, community-based organizations, community colleges, and volunteer organizations). These papers have been compiled into a single document, *Program and Provider Perspectives on Developing Indicators of Program Quality.*

Step 4: *Focus Groups.* The Department obtained the most comprehensive input from the field through four focus group meetings. Each group consisted of eight to ten persons and included state-level administrators, local program directors, teachers, adult learners, representatives of national organizations, and researchers. These individuals represented a broad array of programs (ABE, ESL, ASE, JOBS, JTPA) and providers (local educational agencies, community colleges, community-based organizations, literacy volunteer organizations, correctional education agencies, libraries).[1]

[1] Appendix 1 lists all focus group participants.

The focus group participants were brought to Washington, D.C., to meet in four day-long sessions organized by Pelavin Associates. Staff from the Departments of Education, Labor, and Health and Human Services were invited to observe these meetings.

Participants received the Department's indicator development framework, a preliminary list of draft indicators, the *Synthesis of Quality Indicators* and *Lessons Learned* reports, and the seven commissioned papers as background materials prior to the meeting. During discussions at the meetings, participants were asked to identify what they considered to be the most appropriate quality indicators and to prioritize their importance. Evaluation Research, Inc., under subcontract to Pelavin Associates, prepared a summary of the focus group proceedings.

Step 5: *Primary and Core Indicators.* Following the focus-group meetings, the Department synthesized the indicators recommended by the groups into a list of draft primary indicators. *Primary indicators* were those identified by at least three of the groups as being the essential elements of program quality that could be used to judge the success of adult education and literacy programs.[2]

The draft list contained 18 primary indicators of program quality. The Department selected *core indicators* of program quality from the list of primary indicators in accordance with the following criteria:

- The indicators are consistent with the requirements and goals of the Adult Education Act, as amended by the National Literacy Act.
- The indicators allow for valid and reliable measurement.
- The indicators are limited to a manageable number for state and local data collection capabilities.

An additional requirement for outcome measures was that they be capable of producing data that, at a minimum, can be aggregated across students within a program.

Step 6: *Review by State Directors.* The Department received further input on the draft indicators from state directors of adult education and other state and local staff at a series of four regional workshops. The purpose of this review was to help state directors lay the groundwork for developing and implementing their own state indicators of program quality.

At these workshops, over 70 participants discussed the draft indicators in small groups, recommended revisions, and rated the importance of the indicators, as the four focus groups had done. Participants recommended ways to clarify the indicator language, descriptions, and sample measures.

---

[2] Pelavin Associates, Inc., *Primary and Secondary Indicators of Program Quality for Adult Education Programs* (1992).

Step 7: *Model Indicators.* The Department revised the core indicators following the regional workshop discussions after reviewing the focus group minutes and other materials.

This comprehensive process produced eight model indicators of program quality. They include indicators of educational gains, recruitment, and retention, as required by the National Literacy Act, and indicators of program planning, curriculum and instruction, staff development, and support services. Included with each indicator is a brief clarifying description and several sample measures. The sample measures are intended to demonstrate ways in which state and local programs can effectively implement the model indicators.

Model Indicators of Program Quality for Adult Education Programs

Educational Gains

Indicator 1: *Learners demonstrate progress toward attainment of basic skills and competencies that support their educational needs.*

Programs support learners' educational needs by promoting progress toward attainment of linguistic, mathematics, communication, and problem-solving competencies. Progress is demonstrated by improvement in participants' abilities to understand, speak, read, and write English, perform basic computations, and function more effectively in the home, community, and workplace.

Sample Measures

- Standardized test score gains.
- Competency-based test score gains.
- Teacher reports of gains/improvements in communication competencies.
- Alternative assessment methods (e.g., portfolio assessment, student reports of attainment, or improvement in specific employability or life skills).

Indicator 2: *Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.*

Programs promote progression to higher levels of learning within the adult education program or promote the attainment of skills required for learners to advance to other education or training opportunities. Progress is demonstrated by participants' attainment of a credential or movement into other programs or skill levels.

Sample Measures

- Rate of student advancement to a higher level of skill or competency in the adult education program.
- Attainment of a competency certificate.
- Attainment of a GED or high school diploma.

- Percent of students referred to other education or training programs.
- Percent of students entering other education or training programs.

Program Planning

Indicator 3: *Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, and economic and technological trends, and is implemented to its fullest extent.*

Planning begins with a written plan that proceeds from the program's mission statement. The planning process is ongoing, with mechanisms for revising plans on a regular basis, drawing on input from program evaluations. Planning is responsive to the needs of learners and the community through input from staff, students, and other appropriate programs and organizations in the community.

Sample Measures

- Existence of a planning document that specifies program goals and objectives and is regularly reviewed and revised.
- Openness of the program to community input through mechanisms such as an advisory board, staff meetings, student questionnaires, and public hearings (checklist); and frequency with which these sources are consulted.
- Evidence of use of documents in the planning process that have data on community needs (e.g., census data, needs assessments).
- Program plan matches community needs regarding location of classes, skills taught, and type of program services offered (e.g., sufficient ABE or basic literacy instruction).
- Existence of program evaluation component and evidence that evaluation feeds into the planning process.
- Congruence between planned program activities and actual activities.

Curriculum and Instruction

Indicator 4: *Program has curriculum and instruction geared to individual student learning styles and levels of student needs.*

Curriculum and instruction are individualized to meet the educational needs of students with diverse educational and cultural backgrounds. Since students have different learning styles and goals, instruction includes a variety of instructional approaches and strategies. To ensure the program's success in meeting student needs and capturing changes in those needs, student and staff input is obtained periodically.

Sample Measures

- Use of student assessment information to inform the instructional process.
- Existence of student goal-setting process linked to decisions on instructional materials, approaches, and strategies.
- Instructional content addresses educational needs of individual students.
- Instructional strategies used and frequency with which they are used, measured through observation or self-report.

Staff Development

Indicator 5: *Program has an ongoing staff development process that considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.*

The program's staff development is designed to enable staff to provide quality instruction by meeting their specific training needs. Staff development begins with an orientation to the goals and philosophy of the program for new staff and continues with periodic training on effective practice. The process also includes input from staff and students to identify needs, and practice and follow-up to ensure effective instruction.

Sample Measures

- Presence or absence of preservice and in-service staff development opportunities that include a program overview, philosophy and goals of the program, and ongoing topics appropriate to adult learning.
- Existence of process for identifying staff development needs.
- Staff development based on known promising practices.
- Effective staff performance as measured by student ratings or observations of staff.
- Percent of staff needs met through training activities.
- Average hours of preservice and in-service staff development training received by staff.

Support Services

Indicator 6: *Program identifies students' needs for support service and makes services available to students directly or through referral to other educational and service agencies with which the program coordinates.*

Programs identify support service needs that affect participation in the program and promote student access to these services by referral to other agencies or direct provision of service. The program has formal or informal coordination linkages with other service providers to facilitate referral.

Sample Measures

- Presence of a process for identifying student support service needs.
- Presence of agreements or linkages between the program and child care and transportation providers.
- Number and type of support services provided.
- Number and type of support services to which students are referred.
- Percent of students obtaining specific needed services through the program or through referral.

Recruitment

Indicator 7: *Program successfully recruits the population in the community identified in the Adult Education Act as needing literacy services.*

The program recruits and enrolls the population in need of literacy services in the community as identified by needs assessments or demographic data.

Sample Measures

- Types of recruitment activities the program performs.
- Percentage of target population enrolled compared with state demographics.
- Percent of students enrolled with specific characteristics compared with the population with these characteristics in need of instruction in the service area.
- Percentage of target populations enrolled compared with state average.

Retention

Indicator 8: *Students remain in the program long enough to meet their educational needs.*

Retention is measured in light of student progress toward meeting their educational needs by time in program. Retention benchmarks are established that account for the type of program and learning gains expected for a given number of hours in the program.

Sample Measures

- Hours in program by type of program and learning gains achieved as measured by student progress.
- Percent of students returning to the program within specified time period.

Promoting Program Improvement and Effectiveness

The model indicators presented in this report fulfill the federal mandate of the National Literacy Act. As stated in the Act, they will be modified as better means of assessing program quality are developed. For now, however, they provide invaluable guidance to the states, local programs, the field, and policymakers at all levels.

For the states, the model indicators and the process used in their development will assist states as they develop indicators during the coming year.

For local programs, the model indicators offer a clear method for judging the success of their programs and promoting program improvement.

For the field, the model indicators offer a focus for basic and applied research, innovative practices, evaluative studies, and technical assistance efforts.

For policymakers, the model indicators provide better, more appropriate, and more accurate information on the effectiveness of the adult education and delivery system—information that will enhance their understanding of the value of this educational system.

Resource Documents

Pelavin Associates, Inc. prepared the following documents as part of this project and other activities performed under contract to the U.S. Department of Education. All documents are available through the Division of Adult Education and Literacy Clearinghouse, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-7240, (202) 205-9996.

Synthesis of State Quality Indicators for Adult Education Programs, by Larry Condelli, Judy Koloski, and Lenore Webb.

Quality Indicators for Adult Education Programs: Lessons Learned from Other Programs, by Larry Condelli and Mark Kutner.

Program and Provider Perspectives on Developing Indicators of Program Quality, by Mary Ann Corley, Connie Eichhorn, Donna Lane, Inaam Mansoor, Kevin Smith, Sondra Stein, and Mary Williams.

Quality Indicators, Measures and Performance Standards, by Larry Condelli.

Primary and Secondary Indicators of Program Quality for Adult Education Programs, by Larry Condelli.

Evaluation Framework for the State Adult Education Program, by Joel Sherman and Larry Condelli.

Acknowledgments

Department of Education

Joan Seamon, Director, Division of Adult Education and Literacy
Ricky Takai, Division Director, Office of Policy and Planning
Ron Pugsley, Chief, Program Services Branch, Division of Adult Education and Literacy
Mike Dean, Education Program Specialist, Division of Adult Education and Literacy

Pelavin Associates, Inc.

Larry Condelli, Project Director
Joel Sherman, Senior Analyst
Judy Koloski, Senior Analyst
Mark Kutner, Senior Analyst
Lenore Webb, Research Associate

Evaluation Research, Inc.

Laura Sperazi, Director

Authors of Commissioned Papers

Mary Ann Corley
State Administrator, GED Testing Program
Maryland State Department of Education
Baltimore, MD (GED paper)

Connie Eichhorn
Director of Adult Education
Omaha Public Schools
Omaha, NE (LEA paper)

Donna Lane
State Director of Adult Education
Office of Community College Services
Salem, OR (Community College paper)

Inaam Mansoor
Director
Arlington Education and Employment Program
Arlington, VA (ESL paper)

Kevin Smith
Director
Literacy Volunteers of New York State
Buffalo, NY (Volunteer paper)

Sondra Stein
Consultant in Literacy Evaluation
Association for Community-Based Education
Washington, DC (CBO paper)

Mary Williams
President
Mary Williams and Associates
Indianapolis, IN (ABE paper)

Appendix 1
Focus Group Participants

Sheila Acevedo
Program Director
Adult Literacy Division
Palm Beach Public Schools
Palm Beach, FL

Connie Ackerman
Consultant
Even Start Program
Division of Federal Assistance
Worthington, OH

Alejandro Arbelaez
Administrator
Department of Income Maintenance
Job Connection
Hartford, CT

Diana Barcus
Student
Smyrna, DE

Nancy Bolt
Assistant Commissioner
Libraries and Adult Education
Denver, CO

Gary Brady
Superintendent of Adult and Continuing Education
ACCESS Center
Poughkeepsie, NY

David Carpos
Student
Frederick, MD

Judy Cheatham
Instructor
Literacy Program
Greensboro College
Greensboro, NC

John Creighton
Team Facilitator
Literacy Works
Prince George's County PIC
Landover, MD

Judy Crocker
Supervisor
Cleveland City Schools
Cleveland, OH

Jinx Crouch
Executive Director
Literacy Volunteers of America
Syracuse, NY

Jon P. deVeaux
Executive Director
Bronx Education Services
Bronx, NY

Hanna Fingeret
Executive Director
Literacy South
Durham, NC

Denise Fischer
Director
Literacy Program
Sterling Municipal Library
Baytown, TX

Appendix 1
Focus Group Participants (Cont'd.)

Ronald Gillum
Director
Adult Extended Learning Services
Department of Education
Lansing, MI

Melly Glass
Student
Baltimore, MD

Garland Hankins
Deputy Director
Adult Education Section
Arkansas Department of Education
Little Rock, AR

Greg Hart
Administrator
Pima County Adult Education
Tucson, AZ

Chuck Hopkins
Assistant State Director for Vocational Education
Department of Education
Stillwater, OK

Marion Jackson
Student
Reston, VA

Cheryl S. Johnson
Curriculum Director
Texas Department of Criminal Justice
Huntsville, TX

Donna Manley
Operations Manager
Computer Classroom
Madison, WI

Kenneth McCullough
Executive Director
Division of Adult and Community Education
Tennessee Department of Education
Nashville, TN

Donna Miller-Parker
Program Coordinator
State Board for Community and Technical Colleges
Washington Department of Education
Olympia, WA

Peggy Mimms
Coordinator
Duvalle Adult Language Center
Louisville, KY

Ruth Nickse
President
Nickse Associates
Brookline, MA

Ed Pauly
Senior Research Associate
Manpower Demonstration Research Corp.
New York, NY

Mina Reddy
Director
Community Learning Center
Cambridge, MA

Roberto Reyes
Chief, Bureau of Program Evaluation and Performance
Cultural Education Center
New York Department of Education
Albany, NY

Appendix 1
Focus Group Participants (Cont'd.)

George Sanchez
Director
Adult Education Program
Santa Fe Community College
Santa Fe, NM

Terry Shouba
Executive Director
Chicago Commons
Chicago, IL

Richard Sparks
Director
Adult Success Center
Idaho State University
Pocatello, ID

Juanita Stanley
Executive Director
California Literacy, Inc.
San Gabriel, CA

Janet Stotts
Director
Adult Education
Kansas Department of Education
Topeka, KS

Dennis Terdy
Project Director
Illinois ESL Service Center
Des Plaines, IL

Jessie Tolar
Coordinator
Basic Skills Student Services
Fayetteville Technical Community College
Fayetteville, NC

Fran Tracy-Mumford
State Supervisor
Adult/Community Education
Department of Education
Dover, DE

Steve Watson
Director
Adult and Extended Services
Hammond, IN

Appendix 2
State Directors of Adult Education

Alabama

Bobby B. Dees
Adult Basic Education Section
Department of Education
50 North Ripley Street
Montgomery, AL 36130

Alaska

Barbara Thompson
Adult Basic Education
Department of Education
Box F
Juneau, AK 99811

Arizona

Gary A. Eyre
Adult Education
Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007

Arkansas

Garland Hankins
Adult Education Section
Department of Education
506D Luther Hardin Building
Little Rock, AR 72201

California

Gerald Kilbert
Adult Education
Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720

Colorado

Dian Bates
Adult/Basic Education
State Department of Education
201 East Colfax Avenue
Denver, CO 80203

Connecticut

Theodore S. Sergi
Division of Vocational, Technical, and
Adult Education
Department of Education
25 Industrial Park Road
Middletown, CT 06457

Delaware

Fran Tracy-Mumford
Adult/Community Education
Department of Public Instruction
P.O. Box 1402
J.G. Townsend Building
Dover, DE 19901

District of Columbia

Otho E. Jones
District of Columbia Public Schools
Browne Administrative Unit
26th & Benning Road, N.E.
Washington, D.C. 20002

Appendix 2
State Directors of Adult Education (Cont'd.)

Florida

John E. Lawrence
Bureau of Adult/Community Education
Department of Education
Knott Building
Tallahassee, FL 32301

Georgia

Jean DeVard-Kemp
Adult Literacy
Department of Technical and Adult Education
660 South Tower
One CNN Center
Atlanta, GA 30303-2705

Hawaii

Kenneth Yammamoto
Youth & Early Childhood Section
Department of Education
595 Pepeekeo Street, H-2
Honolulu, HI 96825

Idaho

Shirley Spencer
Adult Education
Department of Education
650 West State Street
Boise, ID 83720

Illinois

Noreen Lopez
Adult & Vocational/Technical Education
State Board of Education
100 North First Street, E-439
Springfield, IL 62777

Indiana

Carlotta Anderson
Division of Adult Education
Department of Education
Statehouse
Indianapolis, IN 46204

Iowa

Donald L. Wederquist
Adult Education
Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

Kansas

Janet Stotts
Adult Education
Department of Education
120 East 10th Street
Topeka, KS 66612

Kentucky

Teresa Suter
Office of Adult Education Services
Department for Adult and Technical Education
3rd Floor, Capital Plaza Tower
Frankfort, KY 40601

Appendix 2
State Directors of Adult Education (Cont'd.)

Louisiana

Glenn Gossett
Bureau of Adult & Community Education
Department of Education
P.O. Box 94064, Capitol Station
Baton Rouge, LA 70804-9064

Maine

Paul (Randy) Walker
Adult and Community Education
Department of Education
State House Station 23
Augusta, ME 04333

Maryland

Charles Talbert
Adult & Community Education Branch
Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Massachusetts

Robert Bickerton
Bureau of Adult Education
Department of Education
1385 Hancock Street
Quincy, MA 02169

Michigan

Ronald M. Gillum
Adult Extended Learning Services
Department of Education
P.O. Box 30008
Lansing, MI 48909

Minnesota

Brian Kanes
Adult Basic Education
Department of Education
997 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Mississippi

Eloise Johnson
Education Research Center
State Board for Community and Junior Colleges
3825 Ridgeway Road
Jackson, MS 39211

Missouri

Elvin Long
Adult Education
Department of Elementary & Secondary Education
213 Adams Street, P.O. Box 480
Jefferson City, MO 65102

Montana

Robert Ruthemeyer
Adult Education
State Office of Public Instruction
State Capitol Building
Helena, MT 59620

Appendix 2
State Directors of Adult Education (Cont'd.)

Nebraska

Burney Bouslough
Adult and Community Education
Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509

Nevada

Phyllis Rich
State GED Administrator
Department of Education
400 West King Street
Capitol Complex
Carson City, NV 89710

New Hampshire

Art Ellison
Adult Basic Education
Department of Education
101 Pleasant Street
Concord, NH 03301

New Jersey

Harry Van Houten
Adult Education
Department of Education
225 West State Street
Trenton, NJ 08625-0500

New Mexico

Muriel Lawler
Adult Basic Education
Department of Education
300 Don Gaspar
Santa Fe, NM 87501

New York

Garrett W. Murphy
Division of Continuing Education
State Education Department
Washington Avenue
Albany, NY 12234

North Carolina

Bobby Anderson
Continuing Education
Department of Community Colleges
200 West Jones
Raleigh, NC 27063-1337

North Dakota

G. David Massey
Adult Education
Department of Public Instruction
600 Boulevard Avenue East
9th Floor, State Capitol Building
Bismarck, ND 58505-0440

Ohio

James A. Bowling
Adult Education
Department of Education
65 South Front Street, Room 811
Columbus, OH 43266-0308

Appendix 2
State Directors of Adult Education (Cont'd.)

Oklahoma

Al Underwood
Adult Education Section
Department of Education
Oliver Hodge Memorial Education Building
2500 N. Lincoln Boulevard, Room 180
Oklahoma City, OK 73105

Oregon

Donna Lane
Adult Basic Education
Office of Community College Services
700 Pringle Parkway, S.E.
Salem, OR 97310

Pennsylvania

John Christopher
Division of Adult Basic and Literacy
Education Programs
Department of Education
333 Market Street, 6th Floor
Harrisburg, PA 17126-0333

Rhode Island

Robert Mason
Department of Education
22 Hayes Street, Room 222
Roger Williams Building
Providence, RI 02908

South Carolina

Nancy Dunlop
Division of Collaboration
Department of Education
209 Rutledge Building
Columbia, SC 29201

South Dakota

Gene K. Dickson
Adult Education
Division of Elementary & Secondary
Department of Education and Cultural
Affairs
700 Governors Drive
Pierre, SD 57501-2291

Tennessee

Kenneth O. McCullough
Division of Adult & Community Education
Department of Education
1130 Menzler Road
Nashville, TN 37210

Texas

Pavlos Roussos
Adult Education
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Appendix 2
State Directors of Adult Education (Cont'd.)

Utah

Brent Gubler
Adult Education Services
Office of Education
250 East 500 South Street
Salt Lake City, UT 84111

Vermont

Sandra Robinson
Adult Education Unit
Department of Education
State Office Building
Montpelier, VT 05602

Virginia

Lennox L. McLendon
Adult Education
Department of Education
P.O. Box 6Q
Richmond, VA 23216

Washington

Suzanne Griffin
Adult Literacy
State Board for Community & Technical Colleges
319 Seventh Avenue
P. O. Box 42495
Olympia, WA 98504-2495

West Virginia

Linda M. Kelly
Adult Education
Department of Education
Building 6, Unit B-230
State Capitol Complex
1900 Washington Street East
Charleston, WV 25305

Wisconsin

Mary Ann Jackson
Wisconsin Board of Vocational/Technical and Adult Education
310 Price Place
P.O. Box 7874
Madison, WI 53707

Wyoming

Lloyd Kjorness
Adult Education
Department of Education
Hathaway Building
Cheyenne, WY 82002

American Samoa

Fa'au'uga Achica
Board of Higher Education
American Samoa Community College-Mapusaga
Mapusaga Campus
Pago Pago, AS 96799

Appendix 2
State Directors of Adult Education (Cont'd.)

Federated States of Micronesia

Yosiro W. Suta
Department of Human Resources Education
Federal programs, National Government
Palikir, Pohnpei, FSM 96941

Guam

John T. Cruz
Division of Career and Public Service
Guam Community College
P.O. Box 23069
Main Postal Facility
Guam, 96921

Northern Marianas Islands

Felicitas Abraham
Adult and Continuing Education
Commonweaith of the Northern Marianas Islands
Box 1250
Saipan, MP 96950

Palau

Masa-Aki N. Emesiochi
Division of Curriculum
Public School System
Department of Social Services
P.O. Box 189
Koror, Palua 96940

Puerto Rico

Luz M. Estrada
Adult Education
Department of Education
P.O. Box 759
Hato Rey, PR 00919

Republic of the Marshall Islands

Marie Madison
Adult Education and Planning
College of the Marshall Islands, Majuro
Republic of the Marshall Islands 96960

Virgin Islands

Anna C. Lewis
Adult Basic Education
Department of Education
P.O. Box 6640
St. Thomas, VI 00801